**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 8 – Great Depression / New Deal** | **Instructor: McDonald/Schmitt/Sacerdote** |

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| **Objective: Students will understand how the Great Depression and the US response affected the US domestically and internationally.** | **Date(s):** | |
| **Standard/Benchmark** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.7](http://connected.mcgraw-hill.com/ssh/AF31F8F8-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.5.11](http://connected.mcgraw-hill.com/ssh/AF445886-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.5.12](http://connected.mcgraw-hill.com/ssh/AF44BB46-CCB8-11DD-A7C8-69619DFF4B22),[SS.912.H.1.1](http://connected.mcgraw-hill.com/ssh/AFA0744A-CCB8-11DD-A7C8-69619DFF4B22) (see attached standards list) Common Core - RH 1,11-12 RH 2,11-12 RH 3,11-12 RH 4,11-12 RH 9,11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:**  What was life like in America during the Great Depression? | | |
| **Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Great Depression, over speculation, Bank Run, Franklin Roosevelt, New Deal, New Deal Coalition | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Students will primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICR  **Instructional Strategy (Writing):** Vocabulary, SRE (statement-reason-evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections and cause and effect. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Unit 7 Day 2. This chapter will cover, The Great Depression and New Deal. The focus of today’s lesson will be introducing the main ideas surrounding “Life during the Great Depression.” Students will be expected to complete Cornell Notes/Activity Sheet and ask questions to help guide discussion. Embedded reading exercise may be included in the lesson. | **Time**  **20** |
| **Student Work Period:**  Students may watch (if time allows) a short video clip on “The Dust Bowl” from Hippocampus/Text website. The clip will be accompanied by film questions that require students to understand the key ideas of the video.    Students will read pages 242-243 in their text and identify the key idea from each section. Upon completed the reading students will create haikus for each section describing life during the great depression. If time allows students will create an annotated list of causes of the great depression and life during it. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group 2 will work on a Frayer model style organizer of key terms from (pg 240 and 232) Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the day’s class to review the aforementioned topic and present students with higher order questioning | **Time**  **45** | **Scripted Higher Order Questions**   * **Why do you think was the driving force behind the Great Depression?** * ***How do you think life would change if this event were to happen again today?*** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework: Primary Source Activity** | **Time**  **10** | **Reflection on Lesson** | |

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s): Ali Aguilar, Vanessa Alfonso, Michael Durrence, Emily Wade, Patrick Frazier, Tyrone McDonald, Paco Morales, Natasha Nielson, Nicholas Roberts  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): Chelsey Beck, Justin Bond, Zach Berning, John Robertson, Abigal Rutt, Zan Fuller, Jessica Watkins |